

# QUARTERLY



The College of New Rochelle Alumnae/i Magazine

Winter 2002 | Volume 73 | No. 4

***“Education  
always has  
a profound  
influence...”***

**Dr. Stephen J. Sweeny,  
President**

(Story on Page 6)



None of us imagined that we would ever be confronted by the horror of September 11, 2001. We shudder at the stories of the near misses. We are sobered by the nearness of our DC 37 Campus—one small block from Ground Zero. But we also glory in the heroism, the incredible selflessness and generosity of our brothers and sisters, who ran to the tragedies—not away from them—police, fire, medical, rescue personnel, ordinary citizens eager to save and to serve. In the face of evil, how important that we become all the more conscious of the goodness around us. It is this goodness that sustains us.

Changed forever, we turn once again to our mission as university: to provide safe space—sacred space—where people can discover and strengthen their dignity and, with this reinforced self-worth, can move out to change the world. Our mission is more needed and more important than ever, and the focus of this issue of *Quarterly*—education—is particularly fitting.

As the President of the College, I was deeply gratified by the goodness the members of this community demonstrated so unmistakably through that week and continue to demonstrate. It is important that we continue this great commitment to each other as we remember and work on behalf of those who have suffered. Confronted with senseless actions in this extraordinary time, we recommit to civility and respect, to service, and to appreciate

and nurture the goodness around us. I believe, as I know you do, that in the long run it is education that will make a difference in the course of the world and our individual lives. Who we are as College and what we do is more relevant than ever in this world which changed forever on September 11.

We now face the next major national challenge, the war against these terrorists and terrorism. This war brings with it its own set of heartaches and losses. We pray that our national response will continue to be based on genuine self-defense and not on revenge or hatred for groups that are different, that it will be proportionate and temperate. We have a unique opportunity at CNR to model for society an environment that values diversity, promotes tolerance for difference and prizes justice.

Let us join together in prayer for our beloved College Community, for our loved ones, for the dead and injured and their families, for the heroes and heroines who are replacing the shame and horror of September 11 with the glory of selflessness and service. Let us continue to draw strength from one another.

Sincerely,

  
Stephen J. Sweeney, Ph.D.  
President





# QUARTERLY

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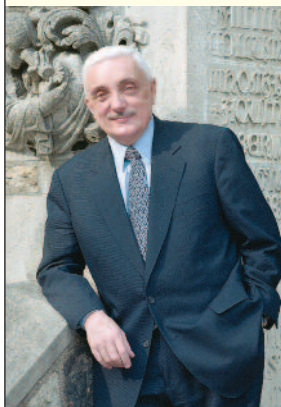
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A Teacher,  
A Mentor,  
A Friend



Cover: Dr. Stephen J. Sweeny, President of The College of New Rochelle, stands before one of the College's educational buildings, Science Hall. Photo by Don Perdue.



## Joining Hands and Hearts, Our Faith Sustains Us

On September 11, members of the CNR Community watched with all Americans in disbelief, in horror, and in anguish as the tragic events unfolded in New York City, in Washington, DC, and in Pennsylvania. Though our sense of security was shattered, our belief in humanity shaken, and our fear for loved ones overwhelming, we moved quickly to come together as a nation. Joining hearts and hands across communities, across cities, and across the country, we became a nation determined to triumph over boundaries of hatred — and stand as a witness to the world of a nation not divided, but a nation united.

The darkness across Maura Lawn was broken only by candlelight—first one, then two, then the lights of dozens of candles as CNR faculty, staff, and students processed silently across campus during an impromptu, yet deeply moving, candlelight prayer service on the evening of September 12. Gathering in a circle, they shared fears ranging from those of loved ones trapped or injured to how lives would be forever changed, as well as a recognition of the importance of faith and gratitude for the support of one another. A quintet of students led the participants, which included CNR President Dr. Stephen J. Sweeny and Chaplain Brother Jack Rathschmidt, in song.

It seems prayer comes naturally to the CNR Community, a fact that was particularly evident in the days that followed September 11. Within hours of the first plane hitting the World Trade Center, faculty, staff, and students had gathered in Holy Family Chapel to pray and reflect during a special Liturgy and to hear reassuring words from Dr. Sweeny. Members of the CNR Community joined in a prayer service with the City of New Rochelle on the steps of City Hall that Thursday evening and united with the nation on Friday as the National Day of Prayer and Remembrance took place.

Though classes were canceled, the campus was far from lonely. For their safety, residents students were urged to remain on campus for a couple of days, and the College invoked its disaster plan — a formal institutional plan to protect life and property in the face of a threat to the College and/or the world around it. Key offices, including Student Services, Security, Dining Services, Housekeeping, Maintenance, Information Systems, and Communications, remained open to provide support to the students on campus. A communications center was created to answer questions, and updated information on services available was provided daily via voice mail and on the website.

Throughout the week, a small army of caring CNR Community members staffed “comfort zones,” where anyone could find a friendly face and where feelings could be shared freely. Faculty forums were conducted so that members of the CNR Community could address their concerns from a historical, personal, and psychological level. The spirit of giving was also very apparent as scores of CNR faculty, staff, and students donated blood.

“Behind all of these activities have been generous members of the community reaching out to us all,” said Dr. Sweeny. “Each of them reinforces the College’s greatest strength, the spirit of community and caring for each other.”

In the weeks and months since September 11, the need for friendship and encouragement has increased even further across the College Community, a need that has been witnessed particularly by the faculty.

“There seems to be a pervasive sadness among the students,” says Dr. Anne McKernan, Associate Professor of History, School of Arts & Sciences. “They need a lot more support in a very unspoken way. Things just don’t seem so relevant, but that’s something we’re all experiencing.”

Thankfully, the College Community has continued to come together, providing welcome comfort to each other as we share our thoughts, tears, hugs, and prayers in this time of healing.

—Lenore Carpinelli & Deborah Thomas



## REFLECTING ON COLLAPSING DREAMS

by Brother Jack Rathschmidt  
College Chaplain

A few days ago, someone asked me what about the terrorist attacks of September 11 most bothered me. It didn't take long to answer. The actual collapse of the World Trade Center towers is something I dream about. For a while I thought it was the surreal quality of what I was seeing that lingered, but on further reflection I realize that the crashing towers are for me metaphors of collapsing dreams. Clearly, my dream that the United States and its churches, working together, would find a way to change a world in which 20 percent of the world's population consumes 86 percent of its goods was shattered.

No wonder I wanted to gather with students, faculty, and staff on the day itself. No wonder so many of us from every faith tradition gathered for the Eucharist. No wonder the students led a powerful candlelight prayer service. We needed to be together not only to face our fears but the collapse of our dreams.

Since September 11, many debate how best to face our new terror. Some want to rebuild the Trade Center towers even higher. Others suggest several more modest but easily seen structures. I hope that we will leave the space empty, much like the Japanese did at Nagasaki and Hiroshima. I dream of a park where all can gather to pray, reflect, and search for new ways to create a world committed not just to financial success but to a global community in which all have adequate food, water, housing, medical care, and education. Any other attempt will surely collapse or be destroyed again.

The CNR Community continues to pray for the victims and their families, for the heroes and heroines of September 11, for those fighting to preserve our freedom, and for our beloved nation.

Among those tragically killed during the events of September 11 were several members of the CNR family. We mourn their loss and extend our heartfelt sympathies to the families of those listed below, as well as to all those who lost family members and friends on September 11.

### Alumnae/i

Joanna Vidal GS'99

### Relatives

Michael Andrews  
Son of Elizabeth Keenan  
Andrews '56

Kevin Cosgrove  
Brother of Pat Cosgrove  
Schlosser SAS'71

Patrick Danahy  
Brother-in-law of Ann  
Albert SN'95

Dwight D. Darcy  
Husband of Veronica Darcy  
SNR'98

Dean Eberling  
Nephew of Anne Giesler  
Chappell '48

Thomas Fisher  
Step-Brother of Karenann  
Gilbride Carty SAS'82

David Fontana  
Son of Antonia Callo  
Fontana '47  
Brother of Victoria Fontana  
Johnson SAS'74

Clyde Frazier  
Brother of Markham  
Frazier SNR'04

Wanda Green  
Sister-in-law of Pamela  
Green, Staff Assistant,  
Co-op City Campus, SNR

Scott Hayes  
Husband of Kelly Hayes,  
Adjunct Instructor, GS

Paul R. Hughes  
Husband of Donna  
Balducci Hughes SAS'74

Amy N. Jarret  
Sister of Alicia Jarret  
Curren SAS'89

Gary E. Lasko  
Husband of Kim Lombard  
Lasko SAS'75

Dennis McHugh  
Husband of Una Hinchcliffe  
McHugh SAS'87  
Nephew-in-law of  
Sr. Phyllis Hinchcliffe,  
OSU '49

Barry J. McKeon  
Husband of Virginia Alcide  
McKeon SAS'76

Robert McMahon  
Husband of Julie Siard  
McMahon SN'88  
Son-in-law of Mary Lou  
Janick Siard '53  
Nephew-in-law of Mary  
Jane Bergeron Janick '53

Sharon Moore  
Daughter of Barbara  
Bridges SNR'88

Dennis G. Moroney  
Nephew of Margaret  
Moroney '53

Kevin Owen Reilly  
Nephew of John Morgan,  
Adjunct Instructor, New  
Rochelle Campus, SNR

John A. Reo  
Brother of Suzanne Reo  
Swaine SAS'86

Paul Ruback  
Brother of Kathryn Ruback  
Sponseller SAS'71

Jon Schlissel  
Cousin of Peter Weiss,  
Adjunct Instructor, Co-op  
City Campus, SNR

Kevin Smith  
Nephew-in-law of Martha  
Freeman SNR'94,  
Secretary, Counseling,  
Career Development &  
Placement

John Swaine  
Husband of Suzanne Reo  
Swaine SAS'86

Helen Taylor  
Aunt of Melissa Martyn  
SAS'02

Timothy Welty  
Cousin of Devon Williams  
SAS'03

(The list above contains the names of all those alumnae/i and family members of whom the College had been notified at the time of publication.)





*New York City Police Commissioner Bernard B. Kerik receives congratulations from CNR President Stephen J. Sweeny, Board of Trustees Chair Jean Baptiste Nicholson, OSU '60, and New York State Lieutenant Governor Mary O'Connor Donohue '68 following the bestowal of his honorary degree.*

## *Honoring Those Who Provided* **INSPIRATION** *and* **COMFORT**

This year's Founder's Day took on particular significance because it commemorated much more than just the 98th anniversary of the founding of the College. It also recognized the enormous strength derived from a unified community and the incomparable importance of selflessness and service — a recognition most notably demonstrated at a convocation honoring those who were both an inspiration and a comfort in the days following the tragedy of September 11.

Receiving honorary degrees from the College for their leadership, personally and on behalf of the many heroes and heroines they led in the New York City Police and Fire Departments, were

Commissioners Bernard B. Kerik and Thomas Von Essen, as well as internationally acclaimed American mezzo-soprano opera singer Denyce Graves, whose magnificent voice brought solace to a grieving country at the National Prayer Service in Washington, DC, on September 14.

Welcoming home New York State Lieutenant Governor Mary O'Connor Donohue '68, who shared her reflections on her experience at CNR during the convocation, Dr. Stephen J. Sweeny, CNR President, said that it was an honor for the College to be associated with those whose lives and achievements mirror the College's own.

Though Commissioner Von Essen

was not in attendance because he was delivering a firefighter's eulogy, Commissioner Kerik stood before the audience of more than 400 faculty, staff, and students in Holy Family Chapel to receive his degree from Dr. Sweeny.

"We are so conscious that these are not ordinary times or ordinary circumstances," said Dr. Sweeny, while bestowing the honorary degree on the Commissioners. "We appreciate now, more than ever before, that these men are the leaders of women and men whose service to us is heroic — even to the laying down of life... This university community, through the conferral of these degrees, is profoundly honored to stand with these heroes and heroines and to

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**"WE APPRECIATE NOW, MORE THAN EVER BEFORE, THAT THESE MEN ARE  
THE LEADERS OF WOMEN AND MEN WHOSE SERVICE TO US IS HEROIC —  
EVEN TO THE LAYING DOWN OF LIFE..."**



proudly incorporate them into The College of New Rochelle family.”

In recognizing the Commissioners, it was noted that “The mission of the Police and Fire Departments gives priority to the preservation of life and safety in the community. Faithfulness to that mission could hardly be more dramatically demonstrated than during the moments which followed the attacks. Those fleeing the scene were awestruck when they met police officers and firefighters, who by dedication and choice ran instead toward the source of the terror. This heroism... is the cornerstone of these departments and represents humanity at its best. The remarkable commitment of these departments to the

community, their ability to act effectively in service to others, is due in no small measure to their leaders.”

Remarking that in celebrating Founder’s Day in the telling of stories, we surround ourselves with those whose stories resonate with our own, Dr. Sweeny related the life story of Denyce Graves as “a story of a mother’s determination to keep her children from the street life of inner-city Washington, DC, of the promise of a gifted voice, of a dream deferred by illness, of recovery, and then breathtaking performances in the world’s greatest opera houses. It is the story that, like Ms. Graves’ singing, makes the human spirit soar!”

During the presentation of an hon-

orary degree to Ms. Graves, special recognition was made that “the influence of her mother’s commitment to family and spirituality have stayed with her as she generously shares time and talent with friends and with the society around her, performing numerous charity events each season. The gift she bestows on the world is great music exquisitely performed, calling forth from the depth of her audience the recognition of hope and beauty on a grand scale.”

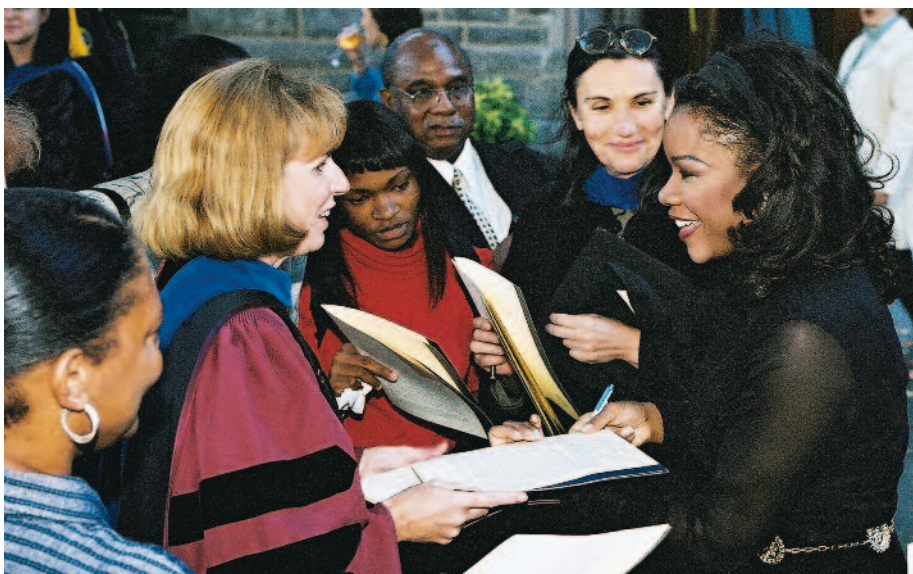
Denyce Graves further demonstrated her willingness to share her time with the CNR Community when she graciously posed for photographs and signed autographs for students, faculty, and staff at a reception following the convocation.

All in all, it was indeed a very memorable Founder’s Day – a fitting tribute to the continued relevance of the mission of The College of New Rochelle, founded by the Ursulines nearly a century ago.

– Lenore Carpinelli



*More than 400 faculty, staff, and students were on hand for the Founder’s Day Convocation in Holy Family Chapel.*



*Following the Convocation, internationally acclaimed American mezzo-soprano Denyce Graves (right) graciously posed for photographs and signed autographs for students, faculty, and staff.*


#### **DC37 CAMPUS – JUST ONE BLOCK FROM GROUND ZERO**

Though just steps from Ground Zero, thankfully, the College’s School of New Resources District Council 37 Campus was not severely damaged and none of the Campus’ faculty, staff, or students were injured in the attacks on the World Trade Center. However, because of its proximity to the World Trade Center and some ongoing electrical and heating problems in the DC 37 Union building, the campus at 125 Barclay Street remains closed. Fortunately, through the generosity of Brother James Martino, President of LaSalle Academy, our staff and students have found a temporary home in LaSalle’s building on 44 East Second Street in which to continue their studies while the recovery effort continues.









Recent events have not only altered the skylines of New York City and Washington, DC, as well as the hearts and minds of all Americans, but they have also brought greater illumination to the significance of the goals of higher education in the United States. In the aftermath of September 11, now more than ever a value-based curriculum has gained purchase in the academic marketplace of educational ideas, philosophies, and strategies.

This focus on a value-based curriculum could not have come at a more important moment in the history of our country, as we all continue to see ways to build a global community through the methodology of how we teach at the college and university level.

# Bringing Values to the Classroom

Last year, in *The Atlantic Monthly*, David Brooks, a senior editor at *The Weekly Standard* and a commentator on National Public Radio, charged today's college students with a lack of "character," and put the blame on colleges and universities. "We expend enormous energy guiding and regulating their lives," Brooks writes, "but when it comes to character and virtue, the most mysterious area of all, suddenly the *laissez-faire* ethic rules: You're on your own, Jack and Jill; go figure out what is true and just for yourselves."

Using Princeton University as his case study, he writes, "The most striking contrast between that elite faculty [old Princetonians] and this one is that its members were relatively unconcerned with academic achievement but went to enormous lengths to install character. We, on the other hand, place enormous

emphasis on achievement but are tongue-tied and hesitant when it comes to what makes a virtuous life."

In fact, the picture is not as bleak as David Brooks might believe, nor is it as true. All teachers, all institutions, convey values. The real questions that educators struggle with in the classroom are: what values are taught and how are those values articulated?

"Education always has a profound influence on a student's character," says Dr. Stephen J. Sweeny, CNR President. "Therefore, effective education is fundamentally moral education. In the classroom, teachers are role models, and through assignments and grading criteria, they state implicitly what is important, what ought to be valued. And these values carry into the world beyond the classroom."

(continued on page 8)

## Values in the Classroom

(continued from page 7)

According to Dr. Ernest Boyer, in his landmark study, *College: The Undergraduate Experience in America*, the very heart of higher education is not the cultivation of skills or the learning of certain branches of knowledge but the formation of good character. “At a time in life when values should be shaped and personal priorities sharply probed,” says Dr. Boyer, “what a tragedy it would be if the most deeply felt issues, the most haunting questions, the most creative moments were pushed to the fringes of institutional life.”

Other academic leaders also agree. Brown University Associate Dean and Political Science Professor Edward Beiser puts it this way, “It is impossible to teach without teaching values. It can’t be done.”

So, if education is a continuous and conscious effort to guide students to know and pursue what is good and worthwhile, how are values articulated?

At The College of New Rochelle, the Ursuline heritage is expressed within the classroom by individual professors, and as an institution as a whole. “We are unapologetic about our values and expressing them at CNR,” says Dr. Sweeny.

“They infuse the natural dialogue of classroom discussion. They add to the conversation of our student organizations, to the service we undertake, and are expressed in the way that our students live their lives once they leave our campuses.

“Central to our values is what the Ursulines have held true since 1535 when Angela Merici and her Company of women gathered in Brescia, Italy — that we all are witness to the presence of a personal God active in the world today. We do this by paying particular attention to the whole person, especially the contemporary needs of women. We also are committed to promoting independent and personal thought, seeking community, and acting in a practical way on issues of justice.”

By providing a variety of educational tools at CNR, students have the opportunity to engage in the natural conversation which takes place around, and grows out of, a set of shared values. Evident across the College’s four Schools, this is particularly apparent at the School of New Resources where adult learners, with rich religious lives, bring their perspectives to discussions within the classroom.

The College also provides places at all its campuses where students have the

opportunity for prayer, silence, and reflection and offers the means and methods of supporting such a value-based curriculum through such deliberate gestures as blood drives and community service on all campuses to all students.

CNR shares this educational philosophy with many other great colleges and universities. For example, at the Jesuit College of the Holy Cross, President Michael C. McFarland, S.J. states, “At Holy Cross, we believe in the importance of faith, and in the complementary roles faith and reason must play in rigorous intellectual and spiritual inquiry. Holy Cross students are challenged to examine—or form—their core moral and ethical values and discover a role to play to advance social justice in the world.”

Across the United States, several colleges and universities have developed ethics across the curriculum programs, which incorporate both formal curriculum and lectures and conferences outside the curriculum, to help both their students and their faculties develop their understanding of ethics and philosophy. Gonzaga University in Seattle and Saint Louis University are two such universities.

At CNR, in addition to the broad-based focus on values encompassed in the liberal arts curriculum, one new value-based initiative has gained the financial support of the U.S. Department of Education. Entitled “Human Rights as a Thematic Catalyst,” the project offers an innovative approach to preparing students to live in a world that extends beyond our country’s borders and to appreciate diverse cultures, religions, and values by incorporating a human rights element into courses across a variety of disciplines from psychology to literature to law. (*Read more about this exciting new program on page 23.*)

The John Templeton Foundation, which promotes creative initiatives on campus that build character, has recognized several programs that promote value-based education at colleges across the country. One such program is at Alverno College in Wisconsin, where students explore the importance of val-



*The values CNR espouses in its mission of a commitment to both intellectual and character development permeate classes across all four of the College’s schools. (School of Nursing class pictured above.)*





*Because students learn from each other, as they have learned from their teachers, a shared learning environment that respects the values of all is vital, which at CNR is provided in each of the College's four schools. (School of New Resources class pictured above.)*

ues within a number of different contexts, including values and actions, values in one's profession, and the sources of values. At Oregon State University, in their program for Ethics, Science, and the Environment, students learn to understand and resolve value conflicts raised by scientific inquiry, biotechnology, and natural resource use. And first-year students at Bridgewater College in Virginia are required to participate in community service projects and set personal goals in each of eight personal dimensions, including academics, citizenship, cultural awareness, aesthetics, ethical development, leadership, social relationships, and wellness.

Believing that the teacher's role is integral to teaching values in the classroom, Dr. Sweeny says, "Because of the role model position of the teacher, such values as fairness, honesty, respect, and trust are played out in the activities of the classroom. Teachers have the responsibility and duty to convey values as much as they convey information. And because students learn from each other, as they have learned from their teachers, a shared learning environment that respects the values of all is important in the academic arena."

For many colleges and universities, the key to creating that academic arena is in the selection of their teachers. According to "Hiring Practices, Academic Environments and Values at Catholic Institutions," a study done in 1999 by the Association for Catholic Colleges and Universities, professors were hired at a particular college or university, not because of their religious affiliation, but because of who they are as people. They wanted people who "fit" the institution rather than those of a particular religious background.

What proved to be important in the study was that Catholic values rated high among those teachers hired. Those values included enhancing the dignity of individual lives, promoting a reverence for life from its beginning to its natural end, developing a vision of the human community that transcends nationalism, and maintaining a commitment to social justice.

"Students gain trust in themselves on a college campus," asserts Dr. Sharon Daloz Parks, Associate Professor of Developmental Psychology and Faith Education at Harvard University Divinity School, who spoke at CNR during Dr. Sweeny's Presidential Inauguration in 1997, "and

the confidence that they can make a difference or have an effect through their actions." Dr. Parks went on to make the point that "all education is religious. To see the whole of life. The moral and central question is how are we going to live together? What do we count on from each other in the fabric of society?"

Beyond the classroom, a key method in teaching values is encouraging students to reach out to others through community service, a practice that is apparent at CNR, as well as at virtually every college and university across the country.

At CNR, more than 200 students regularly participate in activities ranging from delivering meals to families of AIDS patients for Meals on Wheels, to serving as Big Sisters to children at the WestHelp Shelter in Mount Vernon, NY. Students tutor children at local schools through the America Reads Challenge, are actively involved in such groups as the CNR chapter of *Pax Christi*, and participate in the College's yearly spring break, Alternative Plunge, where they give up their vacation time to do community work in areas such as rural Appalachia. The spirit of giving is equally apparent at the branch campuses, where SNR students regularly collect a variety of goods for the needy, from toys, to clothes, to food.

Not surprising to educators, such involvement in service also has significant benefits in the total education of the student. A 1997 Brandeis University study found that students who participated in service-learning scored significantly higher than students who didn't in four key areas: school engagement, school grades, core grade point average, and educational aspirations.

Regardless of how the "value" is delivered, what is crucial in the end is that what students take away from college ultimately becomes a part of their daily lives.

Or, as Dr. Sweeny sums up, "It is our hope at CNR that our students will take the principles and knowledge gained in the classroom and apply this thinking in the workplace, that they will continue their ethical development as they move through life for the betterment of themselves and the world."

# Twenty-Five Years of Serving The College of New Rochelle

*A Conversation with the President  
Dr. Stephen J. Sweeny*





SINCE COMING TO THE COLLEGE OF NEW ROCHELLE IN 1976, DR. STEPHEN J. SWEENEY HAS SERVED IN VARIOUS ROLES – ASSISTANT TO THE PROVOST, VICE PRESIDENT FOR PLANNING, AND SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS AMONG THEM. FOR THE PAST FOUR YEARS, DR. SWEENEY HAS LED THE COLLEGE AS PRESIDENT. ON THE OCCASION OF HIS 25TH ANNIVERSARY, WE AT QUARTERLY ASKED HIM TO SHARE HIS REFLECTIONS ON HIS YEARS AT THE COLLEGE OF NEW ROCHELLE.

***In your 25 years here, what are your outstanding memories?***

I look with fondness at rich memories of people over these 25 years. I have been fortunate enough to know personally six of my eleven predecessors as President, including all of the Ursuline Presidents. There is a long line of Trustees, faculty, staff and alumnae/i who shared these 25 years with me. The thought of them, and I see their individual faces in my memory, is a great encouragement, a great gift. Over these years, too, there have been special friends and guests of the College, and how privileged I have been to meet and visit with them: Archbishop Tutu, Elie Wiesel, the Nobel laureate women of Northern Ireland, Rosa Parks, Archbishop Pittau, and Attorney General Katzenbach to name a few. Special events unfold before me: our 75th anniversary as College, the College's tribute to Sister Dorothy Ann at the Waldorf as she completed her years as President, the dedication of the John Cardinal O'Connor Campus with the Cardinal present and so engaged despite his terminal illness, the recent convocation honoring the heroes and heroines of the New York City Police and Fire Departments and their leaders, the Commissioners. But above all, I have gloried in my years of teaching and in the dinners with students, in the celebration of their achievements in Honors Convocations and Hoodings and Commencements over these 25 years. Here for me has been the unmistakable evidence of our faithfulness in fulfilling our mission. It is the face of the students in my memory and before me each day that has encouraged and energized me over these years.

***Going back throughout the history of CNR, and from your vantage point as the 12th President, who are the significant people who shaped the College over these years?***

It is a long list and it is a full list. Obviously, central to our history have been the Ursulines, and the founding Ursulines in particular. Irene Gill, her sister Augustine Gill, and those first Ursulines. People like Mother Ignatius, Mother Thomas Aquinas, all of the

I look with fondness at rich memories of people over these 25 years. I have been fortunate enough to know personally six of my eleven predecessors as President, including all of the Ursuline Presidents. There is a long line of Trustees, faculty, staff and alumnae/i who shared these 25 years with me.

Ursuline presidents, Mother Dorothea, Sister Theresa Falls, Margaret Carthy, Elizabeth O'Brien. And, of course, Sister Dorothy Ann. Sister Dorothy Ann, I say, was "the second foundress" of the College. I'm the one who has coined the expression, and I'm very proud of it. She recognized the very values that sustain us. She knew that, in 1968, and in the years following, we had to find new and different, and deeper ways, of expressing those values. So we expanded as a College and we broadened our programs while remaining faithful to our founding principles. Sister Dorothy Ann assembled a team of people – and the Ursulines were always good at that, bringing together teams of people – friends of the College at the Board level, excellent faculty, excellent administrative teams who would support her and the College as she made the moves nec-

essary to expand and to diversify. There is no doubt in my mind that she, therefore, founded the College all over again, gifting us with so much that accounts for this being a time of great strength for the College.

Over my 25 years and certainly over the 100 years of our history, we have been blessed with so many women and men who shaped us that the list would go on and on.

***Through that period, were there particular students that you especially remember?***

I have two ways of answering that question – from the perspective of an administrator at the College for 25 years and for many, many years also as a faculty member in the School of New Resources.

Very soon after arriving at the College I met Anne Sweeney SAS'79, who was then a sophomore. She was a "Sweeney" and so we joked that "the Sweenys are all great people." But Sweeney/Sweeny or not, we really did become great friends. And we have stayed friends through the years. She honored me by joining me with her mother and father for my inauguration.

Anne Sweeney, of course, has now become a leader in her field, the very successful head of Disney Channel Worldwide and ABC Cable Networks. But it is no surprise. Without knowing what form it would take, we knew this was someone who was going to have great influence. She was bright, charming and lovely, very together, and I am not at all surprised by her great success.

Also, I recall one student I had in class (she would never let me use her name) who was so engaged in the material that I knew she was going to do something very particular with it. She went on to get her master's degree, and now leads the Counseling Department of a very large, sophisticated, and very successful high school. This is one of our regular stories of student success. I'm deeply moved to have been a small part of the achievement.

It is always a privileged position – to be a teacher, to follow students and to

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## 25th Anniversary

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see the influence a particular person has on her/his family or on the community. It's very heartwarming.

The College has been producing that kind of graduate for just about 100 years!

***What initiatives would you like to achieve in the years of your presidency still to come?***

My theme, when I look ahead for the next few years, is one of continuity. We have done so well as an institution. The values that brought us into being have

sustained us. And they will sustain us into the future. So, my agenda is to reinforce those values. I want to find new ways to express them and to continue to make ourselves as relevant and maybe more relevant than ever.

Well, what does that mean? It means having the strongest liberal arts program we can offer for a contemporary society. And I believe, more than ever, that the liberal arts education is the key to the good of society, to the complete development of individuals.

In New Rochelle, we have buildings to build. We need to increase the endowment to support the next generations.

Our fundamental elements – our lib-

eral arts character, the sensible connection of this liberal arts curriculum with career development, our identity as Catholic university, our diversity – which gives us our wonderful richness as a community – and our commitment to women, all of these need to be worked on, to be deepened and strengthened.

There's a great sense of community here, a great consensus on who we are and what we're about. So, rather than adding new and different, we're going to intensify, strengthen, and go deeper into its meaning.

***What should colleges do today to be available to students?***

The answer is to be flexible, to be scanning the environment, and to be seeing how we can make our mission relevant and express it in contemporary ways. I have a feeling, though, coming out of my 35 years in higher education, that there are some moments that are more propitious for change, experimentation, and flexibility than others. I'm not sure this is a great time to start being flexible. If one hasn't already made the expansions, or changes, or diversifications that one should have made, it will be very hard to do so now. Any college that hasn't made the adjustment and doesn't have a critical mass of constituents to sustain it will have a very hard time today.

***What about something new, like distance learning?***

I think the technology is exciting, and I think it becomes a great tool. But it really has to be kept as a tool rather than as an end in itself. The College of New Rochelle, which has very obvious strengths, can use distance learning to enhance those strengths but never to replace them.

***What are the non-negotiable elements of the College that have sustained our mission?***

Two years ago, we as a community, in a variety of ways, asked ourselves what do we want as the non-negotiables for the year 2015? We asked ourselves – what has to be present for us to be true to ourselves?



First and foremost, the community said, what's important to us, and what needs to be kept for the year 2015, is our Ursuline heritage – the values and the gifts given to us through history by the Ursulines. These elements were easily identified: responding particularly to the contemporary needs of women, promoting independent thought, holding academic freedom as a great value, promoting and fostering individual distinctiveness, while at the same time respecting the sense of community. We value service in education. We recognize the place of the spiritual in our lives, and the place of worship, and maintain a belief in the presence of a personal God, still active in the world. These are values that the Ursulines passed on. We hold them in trust, and the College Community is saying that they're the very values we want in place in the year 2015.

Of course, that's what I found here over these 25 years. It's why I stayed. It's those very values that I hope I've been able to contribute to just a bit. These values I am going to be very proud to pass on to the next generation. Our College is not a museum. It is not museum pieces that we move around. These are living, vibrant, vital values. We, each member of this community, add our own contribution, and then we hand it on to the next generation.

Often I say to the alumnae/i that the students we have today are very much like they were. The same reasons those women came to us through the years are the same reasons these students come to us today. The very dreams that our alumnae/i had as students, these students have.

The world has changed considerably over the years, and God knows the world changed forever on September 11, but the same hopes and the same dreams are there. There is an eagerness and conscientiousness in our students. They have a devotion to learning that I find stimulating and refreshing. Often enough, the faces are different colors, the ages are different, and sometimes the backgrounds are different. But the substantive parts of who they are, what these students want, what they're about, what they stand for, what they believe in – I find incredibly similar to their sister and brother students over the 98 years of this College.

So, as the College reaches the century mark, there is a lot to be grateful for, a lot to be thankful for, and a lot to look forward to as a result of who we are and what we will become. I think the key has been: we kept faith. And though we express them in a variety of new and different ways, and in new places, for new populations, we kept faith with the essential values. That's why when I meet with students I'm exhilarated. They chose us for those very same reasons.

The same is true with faculty and staff. We have a magnificent community here at The College of New Rochelle. Higher education is known for its personnel transitions, its changes, and for its people moving on to the next posi-

tion. That's not the case here. Faculty and staff come to us and stay – because of our mission. I find that to be an incredibly profound compliment to what has been happening here for 98 years.

We still attract magnificent students. And that is why we're able to attract the faculty and staff that we do. What a tribute to Irene Gill and the people she had with her, and who supported her in those first days! Imagine thinking that for 100 years something as precious as this has been sustained. It's all very exciting. That's why, now for 26 years, I have enthusiastically jumped out of bed – eager to come to work – on most days, to be sure!





# Teaching Our Children Well...

BY GARY ROCKFIELD



Well prepared for success in life, The College of New Rochelle graduates are also committed to making others' lives more rewarding — and there is perhaps no better example of this long tradition of service than the thousands of alumnae/i who inform and inspire by pursuing careers as educators.

The schools where they work are under growing pressure to do more than ever, for more children than ever, faced with issues unforeseen just a generation ago. For our nation's three million-plus teachers — and the two million more who will be needed by 2005 — it all adds up to a personally fulfilling but increasingly challenging assignment.

Meet six CNR grads who have successfully embraced that challenge, in their own unique ways. From the Bronx to Botswana, each is shaping countless young lives for a better future.



## ◀ THERESA BIVONA SNR'94

SECOND-GRADE TEACHER,  
ST. MARY STAR OF THE SEA SCHOOL,  
CITY ISLAND, NEW YORK

When Theresa Bivona is teaching, she always has “Plan B” up her sleeve.

“You have to be in tune with the kids. You have to know when they’re just not getting it and be ready to switch gears in a hurry.”

After 10 years in health care, Theresa switched gears as well — and City Island/Co-op City-area families are glad she did. Starting as a pre-K aide with nothing but her “mommy smarts,” she has become one of the area’s most beloved teachers and a national honoree as well.

Interested in nursing, Theresa first worked as a hospital blood tech in the Bronx. That’s where she met husband Joseph, an EMT at the time. “I knew he’d never leave me alone until I agreed





**Working nights at CNR toward her master's, Theresa ponders becoming a principal or administrator. "But I still love the classroom, and I love second grade. Where else can you see children mature and grow so much?"**

to a date," she laughs. When Joseph "turned out to be a helluva guy," they got married, and Theresa turned into a stay-at-home mom — but not for long.

"I was PTA president in the mid-'80s and was very involved with the kids. One day our principal, Sister James Patrick, said, 'You have a real knack with children; we could use you in the classroom.' I was thinking, 'Can I do this?' But it's very hard to say no to a nun."

Theresa did so well that Sister James soon was back with a full-time offer. "That's when I discovered CNR," Theresa recalls. "A friend said they had a school that really catered to people with jobs and families. I took a ride up and got hooked as well. The environment was so caring."

Fortunately, her family was caring as well. "Teaching full-time, studying education at CNR, and also taking the Archdiocese course — I could never have made it without everybody's support." But it was fun, too. "Whatever I learned, I could jump right in and try with my kids."

Still new as a professional, Theresa applied her parental know-how. "When a little boy was crying and he couldn't even tell you why, that's when my mother instinct would take over. I've taught pre-K, kindergarten, and second grade, and even as the students get more sophisticated, you've still got to create that safe, trusting environment. That's your core — getting children comfortable enough to open their minds."

Her special brand of caring moved parents and colleagues to name "Mrs. B" St. Mary's Teacher of the Year for 1999. A year later, she became one of 12 Distinguished Teachers selected across America by the National Catholic Education Association. "I'll never forget everybody coming down to Baltimore

to cheer me on at the awards."

But Theresa's greatest honor remains seeing students reach their potential. "I believe God gives each of us different talents, and how you develop those talents is your gift back to God." Along with love of God, respect for others is another vital lesson in her book. "Sometimes, unfortunately, what I'm trying to teach is not reinforced at home. Parents can be busy, and it's tough to compete with the messages on TV."

Still, Theresa is encouraged that many parents are looking to play a positive role. Her advice? "Read with your children, every day. You can't wait until those big fourth-grade tests to start building a firm foundation. And let them see you reading, not sitting with the TV remote all day." Another crucial reminder: be alert for signs of learning disorders such as dyslexia. "I had one little girl who sat there in silence the entire year before the parents finally agreed to take her for testing."

Mrs. B has some simple advice for new teachers as well: "Believe in yourself. When I started out, I was always thinking, 'I can't do this. I can't do that.' But my girlfriend Jane — who also graduated from CNR — said, 'Do you know your colors? Can you count to 20? Then you can do it!'"

"Just always be ready," Theresa adds, "to think on your feet."

#### RON VALENTINE GS'79 & '86

ASSOCIATE PRINCIPAL,  
ALL-REGENTS SCHOOL OF TRAVEL AND TOURISM,  
YONKERS, NEW YORK

The youngsters who show up at Ron Valentine's door have good reason to distrust adults. His special gift is winning back that trust.

"They're going to test you, so you have to be firm," says Ron, speaking from nearly 30 years' experience at schools for emotionally troubled youth. "But you also must be consistent and fair."

Life has not played fair with these boys and girls, often the victims of severe abuse or neglect, or well-meaning parents with overwhelming problems. "They come to our schools with their own survival skills," he says. "But these

are not the skills that help them succeed in the classroom." Ron and his colleagues work to restore the control and self-respect that does spell success.

"Regardless of their problems, these kids can be terrifically talented. Many go on to college or vocational school, even run their own businesses. We know there's always hope, and that contributes to our passion."

Growing up in Yonkers, Ron's basketball skills helped earn his way to college — but only after graduation did a lucky bounce determine his true calling.

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**When troubled students can't cope in the mainstream, Ron is there to help turn them around. "All I ask of my staff," he says, "is to always be there for the kids. And I make sure they see me walk the walk, too."**



## Teaching Our Children Well

(continued from page 15)

Running into a former coach at a local football game, he heard teaching jobs were open at Manhattan Children's Psychiatric School on Ward's Island. There, despite his inexperience, the new English teacher discovered he had a knack for reaching troubled teens. "If you're honest, consistent, and give them a voice, they'll see they do have an investment in their education."

Four years later, in 1977, Ron joined Greenburgh/Graham, a state-created "special-act" school district and residential facility in Hastings. After eight more years teaching English/Language Arts, he became assistant high school principal, then principal at the K-8 school.

"I'm 6-foot-4, so I spent a lot of time bending down," laughs Ron, who found that his low-key, high-involvement style worked as well with "small fry" as it had with adolescents. It also played well with colleagues. "I believe that leadership is not about power and control," he explains, "but about helping others."

Hearing from colleagues about CNR, Ron earned a special education master's here in 1979, then another in administration in 1986. "He is a prodigious worker on behalf of students whom many would dismiss as unimportant in our society," wrote Dr. Claire Lavin, the CNR professor and Graham staffer who nominated Ron in 1999 to the College's Graduate School Hall of Fame. He is also, Lavin added, a master at defusing volatile situations — like the time Ron and four fellow teachers managed to snatch "a very large knife" from an agitated teen.

Living in Brewster with wife Phyllis, a clinical psychologist, Ron is excited about his first full year as assistant principal at Travel and Tourism, in the Greenburgh/North Castle special-act district. Along with their regular classes, students at the Yonkers high school learn skills such as computer-aided drafting and SABRE, the travel-agent reservation system. Academic excellence is crucial, he adds, because state standards make no exception for special-act schools.

"We've made some progress as a society in working with these kids, but I don't think we've come far enough,"

Ron laments, emphasizing the chronic need for smaller class size. Another frustration is the transience of the student body as families enter or leave the system. "That child might be gone any day, just when you're starting to make progress. Every moment you have is critically important."

But with the frustrations comes a deep sense of achievement. "I'll tell you what really makes me feel good: Getting a letter from a parent telling how excited their child is about school. Getting thanks from a colleague for helping a student regain his focus. Hearing from a girl or boy who has gone on to college."

"In our business," he says, "the rewards are not immediate. But when they come, they come big."

### TERESA FEIL HOPPE, SAS'86, GS'89

K-3 MATH SPECIALIST,  
THE DALTON SCHOOL,  
NEW YORK CITY

It's just a few short miles from New Rochelle to the prestigious Dalton School on Manhattan's Upper East Side. But Teresa Feil Hoppe has always been one to take the scenic route instead.

Finishing up her master's at CNR while holding down her first classroom job in Port Chester, Teresa was intrigued to hear that the Defense Department needed teachers at bases around the world.

"You didn't know where you'd be going, and you had 48 hours to accept or go to the bottom of the pile," the Long Island native recalls. "But I felt very free at that age. 'You can go anywhere,' I thought, 'and now is the time.'" When the dice came up "Iceland," she admits she felt a chill. "But I put myself in fate's hands. How bad could it be?"

Perhaps more to the point: how cold could it be? "The wind was so brutal, they had days when people below a certain weight were officially advised to stay inside." But while the setting was stark, the people were warm, "and it was a tremendous opportunity to work with children and teachers from so many different backgrounds."

Hired to run its K-6 Talented and Gifted program, Teresa found the mili-



**Teresa has taught all over the world. "When your mom was a teacher, you know it's not going to be an easy 9-to-3 job. But you never anticipate all the issues kids will have, no matter what their background."**

tary-base school at Keflavik allowed her to innovate based on her CNR training. "I felt that every child deserved to be enriched; it was a matter of making the connection and building on their individual interests." One second-grader was fascinated by the Titanic. "We actually located a survivor, a faculty member's relative, for him to correspond with. He even had an article published in a children's magazine."

Teresa's year in Iceland was followed by two in Norway, one in England, and three teaching third-graders at an international school in Japan. "The Japanese were wonderful, but living with the lan-



guage barrier was very difficult. I really learned what it feels like to be in the minority.”

Ready to come home, Teresa quickly won a second-grade post at Dalton. “I was surprised,” she laughs. “I figured they’d just be my practice interview.” Starting there in 1996, “I feel I’ve grown professionally every year. I love Dalton’s progressive approach, and having the city at your doorstep is a tremendous resource.”

But a great job at a top school can pose its own unique demands. “The parents are paying \$20,000 a year, so a lot is expected of us. And in some ways the students are under pressure, too. Sometimes you need to show them it’s okay to make a mistake.”

This fall, Teresa became Dalton’s K-3 math specialist, “an exciting chance to show that numbers can be fun and useful. Math is being taught so differently than when we were young, and kids are much more open to it. I’m always amazed when I go to lunch with friends that they still need me to figure the tip!”

In math or any subject, she says, “the emphasis should be getting children to think, solve problems, and work well in groups — these are the skills they’ll need as adults. If a test score is all there is, we’re moving in the wrong direction.”

An avid runner, Teresa has racked up major miles on foot as well as air. She met her new husband David, another local teacher, while training for the New York City Marathon several years ago.

“My students keep me working hard; I know the first thing they’ll ask each day is how many miles I did that morning. I hope I can inspire them in that same way — to stick with life’s challenges and work toward their goals.”

### CATHERINE DEMPSEY MENDRZYCKI SNR’75, GS’80

ASSISTANT SUPERINTENDENT  
FOR STAFF DEVELOPMENT,  
NEW YORK ARCHDIOCESE

On her first day as a teacher, Catherine Dempsey Mendrzycki understandably felt outnumbered. “There I was in front of 48 boys, in an all-male school with an all-male staff.”

Fortunately for Catherine, the atmosphere was warm and supportive at Ascension, a La Salle Christian Brothers school in upper Manhattan. “The Brothers were wonderful mentors,” she gratefully recalls. “If I had a problem, they were always right there. I really learned how to be a teacher.”

Forty years later, Catherine is working to make sure today’s teachers enjoy that same support. As a staff development specialist with the Archdiocese of New York, she plans workshops and seminars that help educators of all experience levels face each day’s new challenge.

“With the new tests, the tougher standards and the issues more children are bringing to the classroom, teachers realize they need all the help they can get,” the Bronxville resident says. “It’s encouraging that education leaders are sincerely trying to provide that help.”

Many of Catherine’s teacher workshops focus on basic instructional strategies. “That’s what they tell us they want. Today’s young teachers are very well versed in their subject matter but often not as well prepared on *how* to teach. All of a sudden, they have 25 children, all with different needs and abilities. That’s a lot of weight on your shoulders.”

Working with educators throughout the Archdiocese — a 111,000-student system sprawling from New York City to the Catskills — Catherine can draw on her own 15 years’ experience in urban classrooms and another 15 as a principal in leafy Bedford, New York. Her CNR studies were also invaluable: “It was practical, hands-on, and very nurturing as well. You were always encouraged to reach your God-given potential.”

After two years at Ascension, Catherine left in 1963 to raise a family and had no plans to return to the classroom — until a 1971 teachers’ strike hit her children’s school, St. Nicholas in the Bronx. “They asked me to fill in for those six weeks, and I was hooked.” The six weeks became 13 years, teaching seventh and eighth grade at St. Nicholas (and then St. Paul in Yonkers) while also earning her CNR degrees.

In love with the classroom but determined to grow, Catherine next sought a principalship — and in 1983 found a K-8 school desperately in need of her

touch. Despite its “lovely, lovely building,” enrollment at St. Patrick in Bedford had dwindled sharply, leaving its future in serious doubt. Junking a tired curriculum and outdated textbooks, Catherine restored the school’s shine, raised its local profile, and brought area families back into the fold. “We had a great faculty, and they were very open to change in order to keep the school alive.”

Catherine and husband Edward, a lawyer, have three children and seven grandkids in the tri-state area. Ready to spend more time with her family, but far

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Many of Catherine’s workshops encourage veteran educators to guide and mentor less experienced colleagues. “Teaching is a great job but a tough job, and sometimes it can feel very lonely.”







## CAROL RUSSO GS'85

PRINCIPAL,  
P.S. 31 (WILLIAM LLOYD GARRISON SCHOOL),  
BRONX, NEW YORK

Just minutes from The House that Ruth Built stands historic P.S. 31 — The House that Russo Saved.

As a teacher and principal there for more than 40 years, Carol Russo has worked to create an oasis of hope in one of New York's toughest neighborhoods. So when bureaucrats decided in 1996 that it would be cheaper to disperse her staff and students than to renovate the century-old "Castle on the Concourse," she was not about to surrender her life's work to the wrecking ball.

"This wonderful structure is a symbol for the community, and to preserve it, I mobilized forces from throughout the community." The response she drew convinced city officials to save one of New York's most innovative and acclaimed elementary schools — the very school Carol attended as a child.

Just out of college, Carol was considering a United Nations job when her former P.S. 31 principal, Lawrence Kelly, urged her to come back home as a teacher instead. In 1974, Carol herself took the principal's reins — and the headlines since then sum up her success:

"Standout Principal Inspires Outstanding School" — *Gannett Westchester Newspapers*, 1987

"Seven Municipal Heroes, Formerly Unsung" — a *New York Times* piece in 1996, as Carol was honored with a Sloan Public Service Award from the Fund for the City of New York.

And perhaps most fitting, a 1988 *Reader's Digest* article entitled simply, "Saving Lives."

As the education landscape changes, Carol says a principal's role has only grown more demanding. "You have to be a political manager as well as an education manager — be able to generate government and public support, be able to promote your school to the media. You have to deal with all the new health regulations, the human-resources issues, and of course budget issues — you're always reaching out for funds."

Then there are the human issues. "Not a day goes by that I don't deal with troubled children and their families. We



"There are many times when you will be stressed out and overwhelmed," Carol Russo tells fellow principals, "but you must never give up. If you can be an effective leader, there are a lot of little lives you can save."

can't solve all their problems, but we *can* listen and point them toward a solution."

While working to instill old-time values, principals must also make sure students meet new standards. "I've always been a standards person," Carol says, "but standards will not work if we don't have the resources."

And the most crucial resource — Job One for principals everywhere — is competent teachers. Solid inner-city educators are being lured away more quickly than ever by teacher-hungry suburbs. And while new teachers used to be "certified and qualified," today's rookies, Carol laments, "often lack any perspective on how a school functions. Some of the alternative training programs just don't do the job." Many new principals are short on classroom experience as well, she adds.

A long-time Scarsdale resident, Carol has one daughter, Linda Russo Cobuzzi GS'80, an education evaluator in the NYC School System, and two grandkids. Last year was a difficult one — she lost both parents and her husband, Vincent. "My first passion has always been my family, and my second passion has always been education. Thank God I still feel energetic and enthusiastic about the challenge."

As that challenge grows more complex, Carol's master's in administration has helped her stay ahead of the curve. "I chose CNR because they had top New York City people who really knew our situation." She might even like to teach at CNR some day.

For now, with P.S. 31 in temporary quarters as renovations continue, Carol plans to be right there when everyone comes home to her Castle on the Concourse.

"If anybody's interested in teaching here, have them call me at 718-292-4397. I'm serious," she insists with a laugh. "Put the number in your story!"

## Teaching Our Children Well

(continued from page 17)

from ready to leave education behind, three years ago, Catherine took the Archdiocese post. "It really is a part-time job," she laughs, "although it often seems full-time."

However many hours it takes, Catherine sees effective staff development as crucial to a profession that is struggling to find and keep enough good people.

"I was very lucky to have wonderful mentors and instructors when I was starting out. If we had all the money in the world, my dream would be to have a full-time mentor in every school, someone who would be there for teachers as problems arise."

But whatever those problems, one thing is sure: "Becoming a teacher is the best thing I ever did. You just have to love kids — when they're good and when they're not so good. Remember that they are our greatest gift."





## Bringing the Power of Teaching to the People for Half a Century...

*While there are many CNR graduates currently pursuing careers as educators, there are perhaps just as many who though now retired spent decades in the classroom bringing the gift of education to those who seek it. For one of those individuals — Sr. Gregory Horgan '40 — that classroom was half a world away.*



From the Bronx to Botswana, Sr. Gregory has found that “children take great joy in learning. Just give them the confidence and independence to do it.”

Botswana won its political independence in 1966. But it was Sr. Gregory Horgan who helped liberate its schools from the past.

By doggedly pressing for education reforms, Sr. Gregory has played a small but significant role in the young African nation's success thus far. “It’s a country you never hear of very much. That, she says proudly, “is because it has been peaceful.”

Botswana was not yet on the map in 1936 when the Bronx native left Katherine Gibbs business school to study education. “My mother taught eighth grade in Tremont; I’ve met her former students all over the world. She was a wonderful teacher — that’s what drew me to education, and I was very happy at CNR. It was so full of life.”

Inspired by her family’s devout faith (one brother was a Jesuit missionary in the Philippines), the young graduate pledged her life to the Ursuline tradition. Fulfilling her spiritual requirements while teaching in this area, Sr. Gregory soon got the call that would launch her personal four-decade crusade: South Africa needed teachers.

She first set foot there in the 1950s. “I didn’t know the conditions, and I didn’t know about apartheid. But I learned that living in a divided country was very difficult.”

After several years teaching youngsters in and around Johannesburg, Sr. Gregory was sent to open a mission in the remote Botswanan village of Serowe. In this struggling new nation, she found school buildings and teacher training both sadly lacking — students often exposed not only

to the elements, but to a deadening routine of drill and rote instruction.

In Johannesburg, Sr. Gregory had seen the dramatic effects of a more child-centered classroom strategy — Breakthrough to Literacy, developed by a British linguist in the 1960s. Determined that Botswanan children should benefit too, she began pilot classes with existing materials adapted for the Setswana language.

“It was very, very satisfying,” she recalls, “We were bringing the power of teaching to the people. And as the teachers became better trained, children could better realize their own worth and ability. They developed a confidence and assurance that was glorious to see. Before then, they simply hadn’t been learning.”

At Sr. Gregory’s urging, Breakthrough (not to be confused with a later U.S.-created system), slowly spread. Specially equipped vans, donated from Denmark, took her and fellow sisters to even the most remote desert and delta outposts, many without electricity.

“It took us years to get the government to accept Breakthrough for schools nationwide. I finally brought two entire classes in front of the ministers to demonstrate their progress. It was very impressive.”

The Breakthrough battle won at last, Sr. Gregory continued her work to improve Botswanan teacher-training, finally returning three years ago to her convent in the Bronx. “As we trained advisors and they gradually assumed control of the system, we realized our goals had been achieved. It was time to come home.”

Sr. Gregory has continued to stay active part-time, teaching English to immigrants in New Rochelle. “I’m no longer quite as young as I once thought I was,” she admits as she recovers from a recent heart attack. “But I am looking forward to getting into something new — I’m just not sure what it is as yet.”

Whatever her next contribution, Sr. Gregory will remain guided by principles held since her days at CNR:

“You can learn quite a bit from the children you work with. Watch how they develop, see what gives them joy. Remember that they are capable of doing much, much more than what we expect of them.”



# A Teacher, A Mentor, A Friend

From kindergarten to college, teachers have an amazing impact on our lives. We asked alumnae/i to contribute remembrances of the teachers who had made a difference in their lives. Here are a few of those submissions.



*Mother Therese Charles, OSU*

SHE WAS MY TEACHER, MY CORRIDOR MOTHER, MY SPIRITUAL ADVISOR, AND MY FRIEND. She was Mother Therese Charles, OSU. Her smile and demeanor exuded not only self-confidence but also confidence in her God and her way of life. Her influence over my life was exceeded only by that of my parents.

There is no way to count the number of times over the past 50 some years that I have been guided by some of her advice or counsel. One of my favorite examples of her common sense teaching was when Clare Boothe Luce came to campus to speak to us wearing an especially lovely fur coat. At our next Catholic Action meeting, a student questioned the cost of the coat and whether it would have been better to give that money to the poor. "No," said

Mother Therese, going on to explain that as the wife of a very prominent man and a celebrity in her own right, she was required to "dress her station in life." Now, every time I spend a little too much on something, I quote Mother Therese. For me, her name is synonymous with common sense, a quality so very rare these days.

**June Swantko Olszewski '52**

MY FAVORITE YEAR OF SCHOOL WAS THE FOURTH GRADE AND MY TEACHER, MISS GARTEN, WAS, AND WILL ALWAYS BE, MY VERY FAVORITE PERSON. She opened doors that, in those long ago days, were rarely opened for students so young. Miss Garten taught us, on old Underwood typewriters she purchased herself, to type business and personal letters. At the start of the school year, we all chose states, and we wrote to governors, chambers of commerce, and other places for information about the state. At the end of the year, we presented a program and introduced our states to our parents and the rest of the school. She invited us to her house, which had an old barn and a stream, provided us with pads and charcoal pencils, and let us sketch whatever we wanted.

From Miss Garten, I learned the joy of successful research, writing reports and letters, and typing. I also discovered an interest in art, geography, and a deep love of history. She made all of us believe that we were worthy of her time, her energy, and her patience. The joy Miss Garten found in teaching was so evident that it instilled in me a love of

learning and a desire to someday become a teacher myself.

**Judith Balfe SNR'89, GS'91**

SEEMS LIKE I'VE SPENT HALF MY LIFE IN SCHOOL, SO I'VE HAD MY SHARE OF GOOD TEACHERS. But the one who was most influential was my first mentor, Nancy McCormack Rambusch, Ph.D. Nancy brought the Montessori movement to the United States, and I met her my first semester in graduate school. I thought Nancy was the brightest, most articulate, and funniest woman I had ever met. I still do. She was also the first woman I had ever known who mastered the art of combining family and career and provided me with a brand new expanded role model for being a professional woman.

**Kit Frohne Johnson '65**

I'VE HAD SO MANY INSPIRATIONAL TEACHERS AT CNR WHO HAVE INFLUENCED MY ADULT LIFE PROFOUNDLY. However, I choose Mother Bridget Puzon, OSU, because of her pithy one-liner that I have passed on to family, friends, and clients. It was during a sophomore English class in 1967 when Mother Bridget peered out at us and said, "Remember – you always have to speak the truth, but you don't always have to speak." It has proved to be my inner counsel in countless situations ever since.

**Roselle Acerno Kalosieh '69**

MY SON ALEX AND I BOTH SHARED THE EXPERIENCE OF LEARNING AND GROWING UNDER THE GUID-

ANCE OF TERRENCE MAHONEY. My experience was as a fellow CCD teacher, my son's as one of his students at Archbishop Stepinac High School. I learned more about my religion co-teaching with Terrence than I had during my youth in CCD classes. We worked as a team bringing fresh ideas and sometimes opposing thoughts into the classroom. His sense of humor coupled with his vast knowledge of history and religion always brought a story or anecdote to mind. He was a young man with a large presence impacting the future of many children fortunate enough to become his students.

When he later became my son's history teacher at Stepinac, history became my son's favorite class, and he excelled due in part to having been blessed with Terrence as a teacher. My son would come home and discuss topics covered in class, and I could imagine myself in that same classroom enthralled as he made historical figures and events come to life. A gifted teacher is a jewel to be cherished.

**Mary Plitsas Hesdorffer SN'95**

**D**URING A FRESHMAN ENGLISH CLASS, MY TEACHER, WARREN BOVEE, ASKED US TO ILLUSTRATE THE IMPORTANCE OF CLARITY IN WRITING BY WRITING THE DIRECTIONS ON "HOW TO MAKE A PAPER BOAT" – NO DIAGRAMS, NO PICTURES, JUST CLEAR ENGLISH. At the next class, he selected each of our papers, following the directions exactly as written to make a paper boat. You won't be surprised to learn that most were not successful.

How often over the years, when attempting to assemble a toy, trying to find someone's house, searching for HELP in a computer program, have I wished that everyone who writes directions had been one of Mr. Bovee's students and learned this lesson. Not how to make a paper boat, of course, but how to solve a problem using specific, logical steps, and then how to communicate that knowledge using the clearest, simplest language possible. And since problem solving and communication are not just English lessons but lessons in living, Mr. Bovee's assignment taught

me lessons that I will never forget.

**Louise Riley Cicero '52**

**W**HEN I THINK BACK ON TEACHERS WHO MADE A DIFFERENCE IN MY LIFE, I IMMEDIATELY RECALL MY FIRST GRADE TEACHER, SISTER MARIA GORETTI. My early experience with Sr. Maria had a dramatic and positive effect on my sense of well being in the world outside my apartment door. Her gentleness and sensitivity planted the seeds of trust in me as someone who was capable of learning, and my sense of trust in teachers in general. She had a lovely smile and demeanor, and she used both to teach us about a kind and loving God who valued each one of us. The early lessons I learned in Sr. Maria's classroom had a positive and far reaching influence on my future experiences both in and out of the classroom. To this day, I remain a firm believer in the enormous impact that a classroom teacher can have on a child's life.

There are many teachers who followed in her footsteps, among them Sister Dorothy Ann Kelly, Dr. Eileen Canty, and Sister Jeanne Brennan. When asked who my female role models have been, I always include the women whom I met during my years at CNR, because they affirmed how capable we were as young women, how rich in spirit we were, and how we had unlimited possibilities on the journey that lay ahead. So in many ways, my confidence started with Sr. Maria, was enhanced along the way, and given a firm foundation during my years at CNR.

**Kathy Loftus Browne SAS'74**

**A**S AN EDUCATOR, I WATCH MY STUDENTS EVOLVE IN SCHOOL. I know that every adult plays a part in that progression, but I believe that those who helped me mature the most were my teachers. One of my high school math teachers influenced me a great deal, though at the time I disliked him greatly. As one of the few females in the class, I was regularly singled out. But his comments only made me work harder, so that I could prove to him and the other males in the class that a female could succeed at mathematics. Just before graduation, he told me that I was

one of his best students and encouraged me to pursue mathematics in college and as a career. I was shocked, realizing only then that he had purposely made my life more difficult to make me stronger. To this day, I thank him for not only making me a mathematician, but also a powerful woman.

**Julie Pastore GS'96**



*Dr. Mary Rogick (right) with one of her students.*

**E**ACH GENERATION OF CNR ALUMNAE/I PROBABLY THINK THEIR FACULTY WAS THE BEST – AND WE ARE ALL PROBABLY RIGHT! I remember especially Dr. Joseph Scully and Dr. Anna Sheedy – his philosophy and her world history courses taught me a way of thinking that has lasted through the years; Mother Gerald Carroll, who led the freshman class to Liturgical Music; Father Tom Darby, a lifelong friend, who enthusiastically taught the minor prophets (I still remember Amos) and who started my teaching in labor school; Margaret Richard's journalism – her assignment for a celebrity interview led to my appointment with Boris Karloff, then starring in *Arsenic and Old Lace* (I enjoyed meeting a gentle man just back from FAO Schwarz and buying a huge stuffed animal for his daughter's birthday); Dr. Spire Pitou and the thrill of realizing that I was really reading French and not stopping to translate into English; Dr. Mary Rogick's patient presentation, whose Histology helped me understand some of my own body changes from diabetes; and Dr. Thomas McManus, who started my economics career.

**Loretta Corcoran Flynn '42**



## PUTTING ON THE FINISHING TOUCHES



*The walls have been painted, the carpet has been laid, and by the time you read this, the new Mother Irene Gill Memorial Library will be on the brink of reopening after a year-and-a-half long, multi-million dollar renovation. Look for full coverage of the dedication of the new library in the Spring issue of Quarterly.*

### Help us to Enhance Our Communication with You – Share your Email Address!

Today, “snail mail” and even faxes are rapidly becoming a thing of the past, as email becomes the preferred method for efficient and economic correspondence. Currently, we have more than 3,000 email addresses for our alumnae/i on file. Are you one of them? If not, please take a moment right now to zip off an email with your address to Ann Summo at [asummo@cnr.edu](mailto:asummo@cnr.edu), so we can stay in touch with you that much better.

## Dr. Ellen Curry Damato Appointed Executive Vice President

In July, Dr. Stephen J. Sweeny, CNR president, announced the promotion of Dr. Ellen Curry Damato to Executive Vice President. In this newly created position, Dr. Curry Damato will bring an institutional perspective to the key areas of technology, internal and external communications, and government relations.

“Ellen is one of the College’s outstanding citizens, and during the past six years, she has demonstrated an extraordinary dedication to our mission,” said Dr. Sweeny,



in making the appointment. “She brings a broad base of experience to CNR, and her expertise will be highly valuable as we continue to grow our institution.”

Dr. Curry Damato joined CNR in 1995 as assistant vice president for academic affairs, a position in which she oversaw academic support services. Since 1998, she has served as executive assistant to the president, managing government relations, technology, and the visioning process. Dr. Curry Damato has also been teaching in the School of Arts & Sciences as an adjunct professor since 1996. She also serves as chair of both the Visioning Steering Committee and the College Technology Committee.

Prior to coming to CNR, she was principal and chief administrator at the Academy of Our Lady of Good Counsel High School in White Plains, NY, a department chair and teacher for John F. Kennedy High School in Somers, NY, an instructor for New York University, and a teaching assistant for Boston College. She holds an undergraduate degree from Good Counsel College, master’s degrees from Pace University and Boston College, and a doctorate from New York University.



# Recognizing Academic Achievement – a Celebration, an Affirmation, a Provocation



*In keeping with her statement that every generation has an obligation to prepare its successors for the events they will face, Admiral Patricia Tracey SAS'70 took some time to speak to students following the Honors Convocation.*

Promoting academic excellence is quite appropriately an important resolution at CNR, and throughout the year, there are many occasions when this achievement is formally recognized, the Honors Convocation of the School of Arts & Sciences and School of Nursing among them. Gathering in the Chapel on a rainy November morning, hundreds of family and friends joined in this year's convocation as dozens of students were honored for their academic achievement.

"This ceremony, centered as it always is in Family Weekend, is an act of cele-

bration," said Dr. Stephen J. Sweeny, CNR President, in his remarks to the students. "It is also an act of affirmation – we wish to confirm you in your ways – in your successful ways – in your life as a student here. Finally, this is an act of provocation, if you will – for we are ungracious enough not to let you be but to urge you on, to provoke you, into bigger and better achievements. Blessed as you are with significant achievement, you are now called to advance to new and expanded expectations and honors."

Reinforcing that point, the College welcomed a graduate who personifies expanded expectation and honors to address the students — Rear Admiral Patricia Tracey SAS'70, the highest ranking woman in the United States Navy. Tracing her path to success and the constant need to grow and adapt, Admiral Tracey described joining the military as "not what I planned, but exactly what I wanted. It is perpetually becoming."

During her inspiring address, she went on to stress another commitment given great value at CNR — the importance of giving back. "It is an unbroken chain of hand over handing that makes us what we are today... Every generation is obliged to prepare its successors for the events they will face."

And as the sun emerged from the clouds, the students and their families

emerged from the Chapel proud of their achievements yet more conscious of their obligations as well. For in the words of Dr. Sweeny, "Quite simply, college is a time of questions and of choices. It is a wonderfully rich time when faculty and students draw out the best in each other as questions and choices are pursued. My wish for you is that you will continue to promote excellence in yourself and that you will never take for granted or let slip away this precious time of questions and of choices."

– Lenore Carpinelli



*Beyond recognizing academic achievement, the warm relationships between the CNR faculty and their students are evident at events such as the Honors Convocation. Pictured are Dr. Nancy Cole with two of her nursing students.*

## INFUSING HUMAN RIGHTS INTO THE CURRICULUM

Using the Universal Declaration of Human Rights as a cornerstone, a distinguished and diverse group of faculty is collaborating on a broad range of courses around the theme of human rights, which cut across the School of Arts & Sciences curriculum. Funded by a \$108,000 grant from the United States Department of Education, the interdisciplinary project, entitled "Human Rights as a Thematic Catalyst," seeks to prepare students to understand an increasingly interwoven global community.

"To many students, the concept of human rights is confined to far away images of refugee camps and civil wars, when in reality, the subject is often much closer at hand," says Dr. Anne McKernan, Associate Professor of History, SAS, who co-directs the project with Dr. Andre Beauzethier, Associate Professor of Modern Foreign Languages, SAS. "As communications and economic cooperation bring world communities ever closer, we feel that the most important contribution that we can make as educators is to instill a more complete understanding of the global environment among students."

Since beginning more than a year ago with 7 undergraduates courses, the curriculum has grown this academic year to 14 courses ranging from languages, to psychology, to international law. Seeking to share the results of the impressive Human Rights project, a conference for educators was held at the College in October, at which faculty and students shared their experiences.

"All of the liberal arts which make up the foundation of our students' education can be brought to bear on the study of human rights," says Dr. Rose Marie Hurrell, Dean of the School of Arts & Sciences.





*Students enjoyed creating their own Power Point presentations to share with their classmates.*

## Gearing Up for the Future

In July, 30 eager young students arrived at The College of New Rochelle to begin classes. Though students arriving on campus and heading to class is not an unusual sight at CNR, these were not your average freshmen. They were

eighth-grade graduates of neighboring Isaac E. Young Middle School taking part in a two-week summer program as part of GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs).

Through a federal grant administered by the Higher Education Services Corporation, CNR partnered with Isaac E. Young to familiarize its eighth-grade students with a college environment and encourage them to pursue a post-secondary education, while providing the skills necessary to prepare them to do so.

"Research has demonstrated that college success is greater for students who have had significant academic, familial, and social support during the middle school and high school years," said Dr. Joan Bailey, Senior Vice President for Academic Affairs.

The program consisted of three "hands-on" workshops – Theatre Arts, Technology, and TV & Video Production. Theatre Arts, taught by Laurie Castaldo, Adjunct Instructor, SAS, accommodated students who wanted to act as well as those who wanted to learn backstage management and culminated in a showcase performance. Technology, instructed by Emory Craig, Executive

Director of Academic Computing, helped the students to develop their computer skills by creating Power Point presentations. In TV & Video Production, led by Marie Rofhok, Director of the Mooney Center/Media Services, students learned about lighting, storyboarding, and the use of video cameras and produced vignettes spoofing a game show, a TV commercial, and the movie *Psycho*. During their mini-semester at CNR, the group also visited The Museum of Television & Radio in NYC to study the history of film making and view film footage.

"It was so rewarding to see the students working together as a group to produce such wonderful projects," said Sr. Marion Lynch, project facilitator at CNR. "The workshops were designed to be both educational and enjoyable, and I think we achieved just that."

Student Nikhil Shaji agreed. A future computer science major, Nick didn't mind giving up part of his summer vacation at all. "I wish the program had been longer," he said. "When you're interested in what you're learning, you don't want the class to end."

— Irene Villaverde



*The Corporate Communications panel featured several communications professionals, including Tim McHale, Chief Media Officer North America, Tribal DDB; Glenn Hintze, Manager, Media & Analyst Relations, IBM; Jerry Mikorenda, Vice President, Corporate Communications, JP Morgan-Chase; and James Wykoff, Director of Communications, Academic Medicine Development Company. Also pictured are GS Division Head Dr. Basilio Monteiro (left) and Panel Moderator and GS Professor Dr. Teri Kwal Gamble (front right).*

## Bringing Development Opportunities to Communicators and Educators

The Graduate School played host to several discussions and conferences this fall designed to inform, challenge, and stimulate students, alumnae/i, and members of the community pursuing careers in communications and education. Under the direction of Dr. Basilio Monteiro and as part of the variety of events sponsored each year by the Division of Art & Communication Studies, several experts in the communications field came to CNR for a series of lectures and discussions focusing on such topics as "The Role of the Internet in Shaping our Worldview and Relationships" and "Corporate Communications in a Digital Culture." Catering to tomorrow's leaders in education, in October, the Division of Education sponsored an all-day conference on "Creativity & Leadership." Featuring speakers from schools and colleges throughout the region, the conference was "designed to help educators realize their leadership potential from a creative perspective."

## New Board Members Named

*The College welcomed two new members to the Board of Trustees this fall – Dr. Beverlee Bruce and David Eisenberg. Each will serve a three-year term.*



A Ph.D. from Harvard University in social anthropology, Dr. Beverlee Bruce began her work in human rights and development over 25 years ago and has lived and traveled extensively in Africa and the Caribbean with the Peace Corps and the United Nations. When not doing field research, she has taught at Harvard, Howard, and

Northeastern universities. Recently having served as Chair of the Women's Commission for Refugee Women and Children, she is currently a Program Director at the Social Science Research Council, managing the Council's Mellon Minority Fellowship program. This project fosters interest among students at selected Historically Black Colleges and Universities to work in the field of migration and refugee services.

No stranger to CNR of late, Dr. Beverlee Bruce delivered last year's Presidential Lecture, sponsored by the Westchester Consortium for International Studies, at CNR in March and gave the keynote address and received an honorary degree from the College at Commencement in May.



Retired after 29 years as the Senior Vice President of Sanford C. Bernstein & Co. Inc. — one of the world's largest investment and management firms — David Eisenberg now focuses his philanthropic efforts on behalf of social services, education, the arts, and foreign policy research. He is currently a member of

the Board of Directors of the YMHA & YWHA of Washington Heights and Inwood in New York City and serves on the Board of Governors of the Middle East Forum (a Philadelphia-based think tank). Previously, he served for six years on the Board of Trustees of Convent of the Sacred Heart, an independent Catholic school for girls in Greenwich, Connecticut.

An Air Force Veteran, Mr. Eisenberg is a life member of the Air Force Association, Navy League of the United States, Naval War College Foundation, and National Defense Industrial Association.

## THE COMMANDMENTS ACCORDING TO TINA SANTI FLAHERTY

Energetic public relations maven Tina Santi Flaherty never stops giving. A former CNR Board member, she is continuing to give to the College by offering her expertise, most recently through seminars at the Rosa Parks and Brooklyn campuses. During the presentations, students had the opportunity to hear a new set of commandments, not found in the Bible, but essential to professional success, a subject she is well qualified to speak on.

The President and CEO of Image Marketing International, who has been called "one of America's top corporate women" by *Business Week* magazine, Ms. Flaherty became the first female vice

president at not one, but three of America's leading corporations, blazing new paths for women in business in the 1970s. As president of the Business Council for the United Nations Decade for Women, she worked arduously to build understanding among people of different backgrounds and value systems, promoting athletic events for inner city girls and garnering corporate backing for organizations like the Boys and Girls Clubs of America, The Animal Medical Center, and The Boy Scouts and Girl Scouts of America. She is also credited for her effort to level the playing field for all women athletes by working to increase both the media cov-

erage and the size of the winnings for women's sporting events.

Sprinkled throughout the talk were many examples culled from Ms. Flaherty's own and other well known executives' experiences that illustrated just how easy it is to slip up when one neglects to keep things simple and focused. Emphasizing the importance of paying attention to the obvious, she shared practical tips and sensible advice that would enhance everyone's odds of reaching goals and finding success. After inviting questions from the audience, Ms. Flaherty presented each student with a copy of her book, *Talk Your Way to the Top*.



# They're Here, There, and Everywhere in Service to Others

Service has always been an integral part of the mission of The College of New Rochelle. That is why it was particularly fitting that, as part of the Founder's Day celebration, four students – Michelle Brown-Davis, Joan Lawrence, Sharon Brown-Burrell, and Priti Sharma – were honored for their exemplary community service by The Ursuline Institute.

A senior in the School of Arts and Sciences Education Program, Michelle Brown-Davis was recognized for her dedication to the social and intellectual development of young girls. Instrumental in organizing and coordinating four Girl Scout troops, Michelle, a former Girl Scout herself, mentors 55 girls, ages five to twelve. She also volunteers as a counselor at Camp Viva, a camp for needy Westchester families dealing with HIV/AIDS.

"Sometime in the near future, Michelle will complete her requirements of the Education Program and become a teacher," said Dr. Melanie Harasym, Associate Professor of Biology, SAS, and Co-Chair of The Ursuline Institute, during the presentation. "However, it is clear that Michelle already understands what it takes to be an educator."

Cited as a role model for her fellow students, for her colleagues, and her

community, Joan Lawrence, a registered nurse pursuing her BSN degree in the School of Nursing, is the founder of Moneague Teachers' College Past Student Association, a community care group for those in need, especially the terminally ill and their families. A tireless and caring supporter of her fellow nurses, she has been recognized by her colleagues on several occasions as a nurse who regularly goes above and beyond.

"Joan truly sees herself as her sisters' and brothers' keeper," said Dr. Connie Vance, Professor of Nursing, who nominated her for the Ursuline Institute Award. "Service is at the center of her soul."

An active member of her church, Sharon Brown-Burrell runs a women's ministry, a yearly women's retreat, and a youth ministry, where she works one-on-one with troubled teenagers, many of whom have been "turned around" as a result of her intervention. Despite this, she also finds time to be very active on the School of New Resources New York Theological Seminary Campus, from which she will receive her degree this coming May.

According to Dr. Louis DeSalle, NYTS Campus Director, for Sharon, "service is not just an accident, rather it is an essential part of her being."



*Honored for service to their communities on Founder's Day were Joan Lawrence, Michelle Brown-Davis, Priti Sharma, and Sharon Brown-Burrell.*

Reaching out to others has long come naturally to Priti Sharma, who is studying communications in the Graduate School. But perhaps closest to her heart is using her unassuming manner to help people to bridge their cultural differences, particularly her own fellow international students.

"Her joyful demeanor, light-hearted attitude, pleasant disposition, and intelligent approach make Priti, not only a well-liked young woman, but a valuable individual, who quietly contributes in both intangible and concrete ways to make our society a better place," said Dr. Basilio Monteiro, Division Head of Art & Communications Studies, GS, during the presentation of her award.

– Lenore Carpinelli

## CARING FOR THE CHILDREN OF NEW YORK CITY

On October 13, CNR education students traveled to PS 111X in the Bronx – but not as student teachers. Accompanied by Dr. Diane Quandt, Chair of the School of Arts & Sciences Education Department, the twelve students were there to help revitalize New York City public schools as part of the 10th Annual New York Cares Day. Joined by other members of the

community, the CNR students and faculty spent the day assisting in cleaning up the school and its playground – painting brightly colored murals on hallways and painting lines, numbers, and games on the



*April Donnelly and Lapeta Solomon were among the students who worked to brighten up PS111X in the Bronx as part of New York Cares Day.*



*The 12 CNR students were joined in their efforts by students from several other colleges in the area.*

playground. In gratitude for their efforts, PS 111X gave CNR volunteers a group tour of the school and arranged for a fourth grade teacher to give an informal workshop on literacy instruction.

New York Cares Day, one of four large-scale annual service events organized by New York Cares, brings together over 9,000 volunteers in over 100 NYC public schools across all five boroughs to make schools brighter and cleaner places for children to learn and play. Other New York Cares annual events include New York Cares Spring Clean-Up, New York Coat Drive, and New York Cares Secret Santa Program.



After interning at FOX 5 WNYW, Angela Cascarano SAS'01 stayed on as an associate producer trainee.

## From Classroom to Career: Gaining Experience Through Internships

**YOU'RE FRESH OUT OF COLLEGE. YOU'VE DECIDED WHAT CAREER PATH TO FOLLOW. AND YOU'RE IN THE MIDDLE OF YOUR FIRST INTERVIEW. SO FAR, YOU'VE GIVEN ALL THE RIGHT ANSWERS. NOW THE PROSPECTIVE EMPLOYER POSES THAT ALL-IMPORTANT QUESTION: "ANY EXPERIENCE?"**

In an increasingly competitive job market, college graduates just entering the workforce will need more than just a determination to succeed and a degree to land that dream job. Employers faced with a glut of applicants, all eager and all educated, narrow the playing field by screening for those with "real" experience. But how does a college student gain work experience while studying for her degree? For many, internships are the answer.

Internships, which integrate classroom studies with supervised work experience in the public and private sectors, enable students to gain practical skills through exposure to the work world beyond the campus. At CNR, students have participated as interns in fields ranging from public television to independent art galleries to not-for-profit organizations, enhancing their academic achievements with the "real world" experience employers are looking for.

"I can't imagine going into television production green," says Teresa Thompson SAS'01, a former production intern for *The Ricki Lake Show* in NYC. "The

experience I gained through all of my internships is priceless." During her semester with the popular talk show, Teresa was involved in many aspects of the fast-paced production field, including audience prep, guest direction, and travel management, and believes that the diversity of the assignments was crucial in helping her choose not only what she wanted to pursue, but more importantly, what she didn't want to pursue. Teresa, now a CNR graduate student, advises other students to do an internship each year, if possible, and to choose work in various fields. "That way, by the time you graduate," she says, "you have a competitive resume and a whole network of contacts from which to draw."

Studio Art major and Castle Gallery work study student Katrina Rhein interns at Momenta Art, a not-for-profit art gallery in Brooklyn, where she is working on an installation, an assignment she thoroughly enjoys. "It's nice to be able to touch the art," she says. Like Teresa, Katrina cites the importance of networking that internships afford. She chose Momenta over a commercial gallery for her internship because it

"I can't imagine going into television production green," says Teresa Thompson SAS'01, a former production intern for *The Ricki Lake Show* in NYC. "The experience I gained through all of my internships is priceless."

gives her a chance to interact and build relationships with other emerging artists while also learning the skills necessary to maintain a successful gallery. Looking past graduate school and toward the future, Katrina says, "I would like to own my own gallery someday. So what I've learned through this internship coupled with my work at the Castle Gallery will be invaluable to me."

While many students opt to pursue a master's degree right after graduation, others, like Angela Cascarano SAS'01, choose to jump right into the workforce. Angela always knew that she wanted to be involved in the arts in some fashion. Though she initially thought about an acting career, after entering CNR, she decided to concentrate on communications and sought out internships in the media field. "My first internship during my sophomore year was with the PBS program, *In the Mix*," she says. "And from my first day there, I knew I was on the right track." The following year, she interned at WABC's *Eyewitness News*, and finally wound up interning at FOX 5 WNYW, where after graduation she was asked to stay on as an associate producer trainee.

Angela strongly recommends internships as a way to get a clearer sense of the career opportunities open to you and to "get your foot in the door" of a field you want to enter. "Your internship not only looks great on a resume," she counsels. "But the experience it speaks to has a great impact on whether you get the job you really want." Encouraged by the fact that several of FOX's top people started out as interns, Angela says, "I feel that I'm in a great place right now — all options are open to me."

— Irene Villaverde





*Nursing students were eager to answer questions and share information.*

### TWO SCHOOLS JOIN TO RAISE HEALTH AWARENESS

The School of Nursing took their “show on the road” literally when they presented Healthy Campus 2010 at the School of New Resources Co-op City Campus in November. Organized entirely by the nursing students, the event featured a variety of displays and presentations on numerous health topics from asthma to violence prevention to menopause. Dozens of Co-op City Campus students took advantage of the opportunity to gather information and have their questions answered, making the event a great success.



*Some of the nursing students really got into the spirit of things for their presentation promoting fire safety.*

## Elza Dinwiddie-Boyd Named Acting SNR Dean

Calling the College “grateful recipients of her values and wisdom,” Dr. Joan Bailey, senior vice president for academic affairs, announced the appointment of long-time SNR Instructor Elza Dinwiddie-Boyd as Acting Dean of the School of New Resources in July 2001. Ms. Dinwiddie-Boyd, who was the Director of the SNR Rosa Parks Campus at the time of her appointment, has been a member of the School of New Resources for the past two decades.

After joining the School in 1981 to teach writing, she became Director of Assessment in 1985 and a member of the Instructional Staff Team at the New York Theological Seminary Campus in 1989. In June 2000, she became Director of the Rosa Parks Campus and now, to the great pleasure of the entire College Community, brings her considerable talents to the even larger role of leading the entire School of New Resources.



## School of New Resources Receives Institutional Service Award

In recognition of the School of New Resources' role to powerfully expand opportunities for adults who might not otherwise have access to or success in college, and for acting as a positive force of innovation and institutional improvement, the Council for Adult and Experiential Learning (CAEL) has honored SNR with its 2001 Institutional Service Award. A national non-profit organization and leader in pioneering learning strategies for individuals and organizations, CAEL advances life-long learning in partnership with educational institutions, employers, labor organizations, government, and communities.

“This award is given to a college or university in recognition of its pioneering efforts to spread the vision and improve the effectiveness of degree programs for adult learners,” said Pamela Tate, President and CEO, CAEL. “We are particularly proud of the School of New Resources. They serve as a model for the delivery of an educational program that meets the special needs of the adult learner.”

“We are proud of our partnership with adult learners,” says Elza Dinwiddie-Boyd, acting dean, SNR, “our ability to create an educational environment for motivated students that helps them thrive, and one that acknowledges the role that life experience plays in the ongoing educational process.”



# Helping Hand: A Campus and An Alumni Club Work Together



*Alumnae/i Winton Yearwood '99, Myra Williams '91, and Curley Spires-Potter '86 happily manned the registration desk.*

It's not unusual to see Gladys Osborne at the Co-op City Campus, even though she graduated in 1992. Many of the alumnae/i spend time there, because they are a vital and active alumni club that wants to help the school that helped them. The activities they pursue in the course of a year include shopping trips to Franklin Mills, visiting the New York grape country at Washingtonville, and going to Atlantic City. They hold two Yard Sales yearly, have a turkey giveaway at Thanksgiving, and attend and celebrate graduation events. The club also helps in recruitment; Barnes & Noble at Bay Plaza invited them to recruit there last May and again in November. And they are working on a scholarship program.

On October 27, they cosponsored yet another event — "Helping Hand: Empowering Careers and Professionals."

Presented in conjunction with the Co-op City Campus, the day was a resounding success. Over 200 current students of the Co-op City Campus, as well as a class from the New Rochelle Campus, gathered to have a continental breakfast, attend workshops, and network.

Surveying the steady stream of participants, Campus Director Robert Tate said, "We are truly fortunate to have an alumni club that is so involved and so supportive. I am always amazed at how much they do and how we work together."

Co-op City Campus Alumni Club President Gladys Osborne, with fellow alumnae/i Sadie Dawkins Sadler '77, Myra Williams '91, Curley Spires-Potter '86, Winton Yearwood '99, Barbara Yearwood '01, Gladys Irvins '89, Lillie Butler '91, and Willette Fletcher '96, worked closely with Mr. Tate, adjunct Dr. Dottye Seals, and the Campus staff to make this a good experience for the students, who enthusiastically expressed interest in more events such as this.



*Co-op City Campus Alumni Club President Gladys Osborne '92, Campus Director Robert Tate, and Adjunct Dr. Dottye Seals worked together to present the conference.*

— Judith Balfe

## GRANTS AWARDED TO BENEFIT SNR PROGRAMS

The School of New Resources was awarded \$30,000 in grants recently to expand curriculum and support academic advancement. Con Edison, a perennial supporter of the College, contributed \$10,000 to support the Brooklyn Campus Adult Career Counseling, Education and Support Services (ACCESS) Center.

Launched five years ago, the ACCESS Centers, located at each of SNR's seven campuses, were designed to provide academic skills development to adult learners to help prepare them for admission into the School of New Resources. These services, available at no cost to prospective students, assist them in developing college level communication skills, critical thinking, mathematic study skills, and technological literacy, as well as time management. Through the ACCESS Centers, matriculated students are offered continued academic and career support.

In further support of SNR students, a total of \$20,000 was received for student scholarships from two foundations — the Max and Victoria Dreyfus Foundation and the Charlotte W. Newcombe Foundation, both solid supporters of the College for many years.



## Essence of Life at the Cardinal O'Connor Campus

"Cooking in the Village" was just one of the many beautiful wood carvings by Chief Komolafe exhibited in "Essence of Life" this fall at the SNR John Cardinal O'Connor Campus in the South Bronx. The sculptures of mahogany and teak woods, which represent the Yoruba Orisha (Gods) that form the core of the Yoruba mythologies and religious belief systems, depict the history of communal life in the Yoruba village.



# Alumnae/i Board of Directors Recommends Integration with the Campus Community

– A Message from Regina Degnan-Steinborn SAS'76, President of the Alumnae/i Association

**O**n September 29, 2001, after considerable investigation and deliberation, the Alumnae/i Association Board of Directors of The College of New Rochelle unanimously passed a resolution to dissolve the corporation of the Alumnae/i Association, choosing instead to become an Alumnae/ Association integrated with the institution.

Separate incorporation outside the College can involve unnecessary fiscal and legal vulnerability for directors of the Alumnae/i Association which does not reflect the function or the intent of our organization. Originally incorporated in 1927, the association sought to encourage fellowship among alumnae/i and to raise funds to support the College. For the last 50 years, the ultimate responsibility for fund-raising has been assumed by the College and is now directed by the College Advancement staff. The Alumnae/i Relations staff is hired by the College and works with the Alumnae/i Association Board of Directors to foster a spirit of fellowship and extend the intellectual, spiritual, and cultural life of the College to its alumnae/i.

Nationally, most associations choose to be an integrated part of the institution, benefitting from a strong and effective united effort where institutional leaders value and understand alumnae/i and alumnae/i value and understand the role of the institution.

According to the bylaws of the Alumnae/i Association, a resolution must be presented to the general membership of our association at a special meeting called by the Board of Directors. General membership is composed of all graduates of The College of New Rochelle and those who have completed at least one year of study in any of the College's four Schools and request membership.

Therefore, the Alumnae/i Association Board of Directors announces a special meeting to be held Saturday, April 13, 2002 at 11:00 am in the Student Campus Center to act on this resolution.

*With much thanks...*

August 4, 2001

Dear Ms. Niedzwiecki,

I wanted to thank you, the Alumnae/i Association, and the Awards Committee for selecting me as a recipient of the *Ursula Laurus Citation*. It is a great honor after all these years. I am both overwhelmed and humbled by your selection of me.

Sixty-four years ago last month, I was sweating out acceptance to CNR. I had taken six scholarship exams to six Catholic women's colleges, but all I wanted was to go to The College of New Rochelle. God heard my prayers and New Rochelle came through with a small scholarship, which I joyfully and gratefully accepted. The education, the discipline, and the religious spirit of those four memorable years have remained as an integral part of my life ever since.

I have enclosed a copy of the [newspaper article about my award] for your information. I have been totally flabbergasted by the phone calls, letters, and chance meetings with people both in Mathews and Gloucester Counties - some of whom I barely know. They have all been so congratulatory in their remarks and so interested in The College of New Rochelle. What wonderful PR for the College and this old Grad! Wow!

Thank you again for the lovely award. God bless you all for what you do. God bless The College of New Rochelle and the dear Ursuline nuns.

Sincerely,



Mary Birch Plummer '41


# SAVE JUNE 7, 8, & 9 THE DATE

ALUMNAE/I COLLEGE 2002

Classes ending in 2s and 7s are invited to renew relationships with each other and the College. Committees are hard at work planning a weekend for all to share. Contact the Office of Alumnae/i Relations if you would like to participate in the preparations, need information, or need a little encouragement to put aside the ordinary and make time to nourish the body and soul. Connecting the past to the present can be a comfort and a stimulant. Come to explore the spectacular newly renovated Mother Irene Gill Library. Registration materials will be mailed in early April.

Office of Alumnae/i Relations  
1-800-850-1904  
alum@cnr.edu





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If you are 70 or older, you may wish to purchase a charitable gift annuity. For example, a 72-year-old, who makes a gift of \$10,000 would receive an annual payment of \$1850, in addition to a current

tax year deduction of \$10,067.75. In addition, over \$1000 of the annual payment would be tax-free! Try to match those rates in a bank CD!

Rose Cuomo Coviello SAS '41 is very pleased to have benefitted both the college and herself in these unsettled times. "It's a great investment, and it's a wonderful feeling to be helping your College!"

If you think an annuity might be suitable for you or a loved one, please call Meighan W. Corbett SAS'79 at 914-654-5240 or toll free at 1-877-793-2004 or e-mail her at [mcorbett@cnr.edu](mailto:mcorbett@cnr.edu) for a sample proposal or for further information.



## Thanking President's Circle Donors

In appreciation for their generous support of the Annual Fund at the President's Circle Level, the College welcomed nearly 200 alumnae/i and friends for cocktails and dinner at the Glen Island Harbour Club, overlooking Long Island Sound, in early October.

*Jean Little '50, Marion Carbery Lechowicz '59, Sr.  
Regina Kehoe, OSU '56, Sue Wedgbury Jayes '49,  
and Joseph Lechowicz*



*Dr. Stephen J. Sweeny, CNR President, greets Alice Grattan Duffy '37, as her daughter Alice Duffy Grant '63 looks on.*



*Joseph Chisholm, Virginia Hartcorn Fortney '40, Camille Romita SNR'75, GS'88, and Chris Romita*



*Eileen Stavinsky Niedzwiecki SAS'72, Director of Alumnae/i Relations, Walter Slavin, and Sabina Sprague Slavin '62*



*Marie Porco Rossi '60, Louise Orto Famighetti '52, Sr. Jeanne Brennan, OSU '45, Carolyn Grant Clarke '51, and Agnes Claire Reithebuch '51*

## A Real Family Affair

Seven members of the Giegengack Family, all CNR alumnae, gathered at Yale's Field House in April 2000, for the dedication of a statue of Yale's beloved track and field coach Bob Giegengack, husband of Lucie Dowling Giegengack '29.



*Francesca Giegengack '59, Mary Giegengack Jureller '61, Lucie Giegengack Teegarden '59, Jane Giegengack White '63, Lucie Dowling Giegengack '29, Gig Giegengack Ayling '47, and Patti Ayling '77*



### Correction

In the photo at left, which appeared in the Alumnae/i on the Move section (Spring 2001), the woman in the center was incorrectly identified as Jeanne Torpey Hassett '50. Pictured, along with Lynne Kerin and Marian Kerin '36, is Jeanne Tolle Devlin '50. We regret the error.



*Jim Bishop, Mary Agnes Fitzgerald Shelley '55, and Joe Shelley*

## Gathering on the Cape

Dick and Andrea Gallagher Cain '55 graciously hosted more than 30 alumnae of the College, as well as CNR President Stephen J. Sweeny, for a lovely afternoon at their home in Osterville, MA, on Cape Cod, in June.



*The group gathers for a photo with hosts Dick and Andrea Gallagher Cain '55 and President Stephen J. Sweeny (seated in front).*



**Preparing students to be a positive force in a multicultural global society.**



ANNUAL GIVING

## **Tuition alone is not enough.**

To educate CNR students, the College depends on support from Annual Fund donors to help these students and thousands of others like them realize their dreams: to teach, to practice law, to serve as emergency care nurses or theologians, or perhaps to complete an interrupted education.



**Annual Fund 2002**

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